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ABSTRACT

This is a report of the Admissions Commission of Michigan State University (MSU). Chapter I deals with organization and procedures, including sections about the purpose of an admissions commission and the procedures of the commission. Chapter II discusses the commission in the context of higher education in Michigan, in general, and specifically as related to MSU. Chapter III is involved with the role of MSU in the 1970s and beyond, and Chapters IV, V, and VI include 79 recommendations that propose actions to be carried out by a variety of people ranging from the Board of Trustees, the president, and the provost, to advisers and admissions counselors.

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Admissions and
Student Body Composition

The Report to the President
of Michigan State University
From the Commission on

Admissions and Student Body Composition

MICHIGAN STATE UNIVERSITY 1971

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

OFFICE OF THE PRESIDENT

November 1, 1971

Dr. Clifton R. Wharton, Jr., President
Michigan State University
East Lansing, Michigan

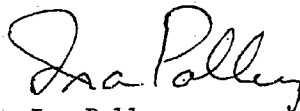
Dear President Wharton:

It is my pleasure, on behalf of the advisory Presidential Commission on Admissions and Student Body Composition, to transmit to you the completed report of the Commission. As you know, the Commission, at its final meeting on July 23, adopted the report with the understanding that the Drafting Committee would incorporate into the final draft the revisions agreed upon during the July 23 session, stylistic changes proposed by individual members, and notes of dissent or concurrence prepared by any member.

The Drafting Committee--Professors James Pickering, Clifford Pollard, and Chitra Smith, and Mr. Jerry Rupley--have devoted innumerable hours in preparing this report that records faithfully not only the basic decisions of the Commission but also the nuances that the Commission desired to convey.

Finally, I wish to emphasize that the Commission members, every member indeed, dedicated tremendous energy, infinite patience, reflective imagination, and analytical thought to the development of this advisory report that Commission members believe merits thorough reading and study and prompt and serious consideration.

Sincerely yours,



Ira Polley
Consultant to the President and
Executive Director, Presidential
Commission on Admissions and
Student Body Composition

Foreword

The report of the Commission on Admissions and Student Body Composition represents an attempt by a broadly representative group of faculty, students, alumni, and public members to address itself directly to the question of who should be admitted to what is, at present, the largest institution in the Michigan system of higher education. It is also concerned with a variety of other issues growing out of and ancillary to the central question of admissions: the goals and purposes of the University, its relationship to other public educational institutions in the State, the courses and programs that it offers, the resources that it expends and how it expends them, its ability to respond and change, and its *modus operandi* as a modern public institution.

From first to last, the Commission insisted that admission policies be formulated in terms of the basic impact they may have on the future of the individual student and, beyond that, in terms of the collective impact such decisions may have on the roles and functions of the University itself. Thus the recommendations are not restricted to, or exclusively focused on, the disadvantaged, minorities, or on any other special group, nor do they deal exclusively with students who happen to fall within a certain age range. The Commission believed that decisions respecting such groups can only be made within the context of a broad admissions policy which firmly and realistically takes into account the multifaceted educational institution which is Michigan State University. At no time during the course of its deliberations did the Commission permit the subject of admissions to be treated solely in terms of numbers, percentages, or quotas, either to assure the use of existing facilities or to placate any groups or interests.

The Commission urges readers of this report to consider it in its entirety, and to read carefully the prose which precedes, supports, and serves to explain the underlying rationale of its seventy-nine recommendations. By so doing the reader will better understand and appreciate how and why the Commission reached its individual decisions. Finally, readers should be mindful that the report is designed to be advisory to the President of Michigan State University. The decision on whether or not to move toward the implementation of each recommendation rests, as it should, with the President.

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Many individuals and organizations have made invaluable contributions to the work of the Commission on Admissions and Student Body Composition. To identify everyone who assisted is, clearly, an impossible task. Faculty members, students, administrators, representatives of the news media, citizens who individually and collectively participated in the public hearings—all provided information and opinions which, in one way or another, proved indispensable to the Commission. Without such views and information the Commission would have been deprived of one of its most important and vital resources.

In the early months of discussions, a wealth of data was prepared for the five subcommittees by staff specialists Charles G. Eberly, Assistant Professor, and Leroy A. Olson, Professor, Evaluation Services; David E. Hershey, Associate Director, Admissions and Scholarships; and Thomas M. Freeman, Assistant Professor, and Margaret F. Lorimer, Professor, Institutional Research. All of the staff specialists, including Paul L. Dressel, Director of Institutional Research, who helped the Drafting Committee during the initial stages of its work, provided great assistance to the Commission. To Professor Lorimer, who worked with the Commission during the entire period of its existence and who provided invaluable services to the Drafting Committee, goes a special expression of gratitude. And, finally, no words can adequately express the debt that the Commission owes to its Executive Director, Ira Polley, whose enthusiasm, energy, and absolute dedication was the indispensable catalyst for the Commission during its months of study and deliberation.

The Commission appreciates a grant received from the Rockefeller Foundation to assist in meeting some of the expenses of the Commission.

The Presidential Commission on Admissions and
Student Body Composition

*East Lansing, Michigan
November 1971*

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Kwong-Yuan Chong

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Frank Merriman, *Deckerville*
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Chapter I:

Organization and Procedures

A. WHY AN ADMISSIONS COMMISSION

Admission to America's earliest colleges was, of course, limited to the privileged few who by accident of birth or rare intellectual ability were to be prepared for the responsibilities of leadership in the developing nation. The subsequent history of American higher education has mirrored the growing democratization of America itself; and today, college admission is no longer the prerogative of the few and well-born. A college degree has become an indispensable prerequisite to many of the types of work necessary in a technological society and is viewed by many as a key to social mobility and economic security. So necessary has a post-high school education become that all institutions of higher education, old and new alike, now face a well-nigh irresistible pressure to admit more—if not all—of those who apply. The challenge of universal higher education is thus clearly before us. The question now is one of proper response. For higher education as a whole, the question is how to match these new applicants with the institutions which best fit their needs; for society, how to pay the inevitable costs; and for the university, especially the public university, how to become a more diversified, pluralistic institution while, at the same time, maintaining academic excellence in instruction, research, and public service.

The Commission on Admissions and Student Body Composition was appointed by the President of Michigan State University in 1970, during his first months in office, in an attempt to grapple forthrightly with critical aspects of these questions. That a new university president should seek to discover the capabilities and potentialities of his institution in order to chart its future was natural enough; to do so through a broadly representative commission was in the best tradition of Michigan State University, which has long utilized institutional self-study—such as that undertaken by the Committee on the Future of the University (1959) and by the Committee on Undergraduate Education (1967)—as a catalyst for innovation, experimentation, and change. Like all institutions of higher learning, Michigan State values continuity; it

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has also demonstrated, time and time again, a willingness to evaluate itself and to make choices that visibly alter its internal organization and fundamental direction.

The call for the establishment of such a commission came at a singularly propitious moment. Higher education in America is in trouble. Despite a decade of increased state and federal support, resulting in rapid internal expansion, it is now faced with a legacy of disenchantment, criticism from within and without, unfulfilled expectations, and, perhaps most crucially, a serious breakdown in communication between the university and the various publics it serves. This loss of confidence is all the more alarming for its pervasiveness. Moreover it is paradoxical: while one vocal segment of our society suspiciously views the university as an institution consciously trying to subvert traditional American values and undermine the status quo, another segment, with equal fervor and conviction, argues that the university lacks the basic will and desire to come to grips with the great problems of our time. The doubts voiced by the latter group are especially distressing, for they come in part from many of the university's own students. What they ask is this: Can a university, even with its tremendous human and technical resources, change, adapt, and reform itself to meet the unsolved problems of American life? Can it pause, look inward, and define (or redefine) its purposes and goals for the years immediately ahead? Can it, in brief, serve a society in which higher education is increasingly a necessity without compromising its traditionally high standards of excellence?

A reappraisal of any institution of higher learning may logically begin with and center on the question of admissions, for it is what is done here, at the threshold of the university, that determines what it is and what in turn it will become. By virtue of its stated role and function, the community college, assuming it has adequate resources, admits all comers and provides or adapts its programs accordingly. Or, having identified a particular educational need in the community it serves, the two-year college can develop programs specifically designed to meet that need. A private four-year college, on the other hand, may be selective and choose from among its applicants those students who seem most readily adaptable to well-established liberal arts programs. The public university, with its strong commitment to both undergraduate and graduate education as well as to research and public service, faces a far more difficult task in respect to admissions—a task compounded by rapidly spiraling costs, a relatively static level of financial support, and the ever-present insistence that it respond in ways not expected of other institutions to a host of contemporary problems. To these difficulties

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might be added the allegations of many that the university is not sufficiently accountable for the allocation of those considerable resources already at its disposal.

In a large and complex institution like Michigan State University, the matter of admissions involves so many interrelated factors that simplistic responses are useless and rigid formulas will not suffice. The development of an admissions policy for the seventies is no easy task. It must take into account the existing character of the institution, its resources, its facilities, and its faculty. The focus of any such inquiry must, of course, be on the admissions policy itself: Who is to be admitted? What criteria and standards are to be used? How can the university best cope with society's demands for wider access to higher education, especially for minority and disadvantaged students?

Entrance to the University for any student becomes a bitter experience unless the University is structured to meet his needs and maximize the chances for his academic success. Thus problems regarding admissions inevitably give rise to questions about academic support services, as well as the role of the University, its goals, the nature and composition of its student body, the allocation of its resources, and its financial aids. In short, there is hardly an area of university activity that is exempted from such an inquiry. The answers to these questions do not come easily. They must, nevertheless, be asked and answered if Michigan State University is to remain a vital institution.

B. PROCEDURES OF THE COMMISSION

The Commission on Admissions and Student Body Composition, which first met on June 1, 1970, was broadly representative. Faculty and student organizations selected nineteen of the thirty members of the Commission, the University's Office of Equal Opportunity Programs selected one member, and the Alumni Association two;¹ three members were selected by the President and the Provost.² Five public members representing several educational interests—the State of Michigan Department of Education, Michigan Association of Community Colleges, the Michigan Association of Secondary School Principals, the Michigan Counselors Association, and the Association of Independent

1. The President's guidelines stipulated that one alumni appointee be a member of the Alumni Association, one have some connection with Michigan's secondary schools, and neither be an employee of the Alumni Association.

2. The President appointed two: a member of the faculty and a former member of the Michigan Senate. The Provost appointed one member of the faculty.

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Colleges and Universities of Michigan—completed the Commission. The University's Trustees were designated *ex officio* members.

The faculty and student members were selected according to the guidelines included in the President's original charge to the Commission. The Academic Council was asked to name seven members; the University Educational Policies Committee, the chief standing committee of the faculty, two; and the Graduate Council, two. Five of the eight student members were selected by the Associated Students of Michigan State University (ASMSU), the undergraduate student organization; and three by the Council of Graduate Students (COGS).³ In addition, a number of resource persons were asked to make themselves available to the Commission.⁴

Any Commission, whatever its scope or size, is inevitably shaped and influenced by the manner in which its members are chosen and by the backgrounds from which those members come. The Commission on Admissions and Student Body Composition was no exception. This broadly representative commission clearly enjoyed a number of advantages which would have been absent had another organizational pattern been chosen, for example, a commission whose members were consultants drawn from other universities. While it is true, of course, that a group of nonspecialists must first be educated (or, more likely, as happened here, must educate themselves) in the complexities of a subject like admissions and thus inevitably will take longer to arrive at conclusions than a panel of experts, a representative commission ensures that those recommendations, when they do come, will be the product of many minds and will, because of the experiences of its members, reflect the interests of the entire educational community. A representative body is far less likely than a group of outside experts to dismiss or overlook considerations vital to the university and to the

3. The guidelines stipulated that (a) the seven representatives from the Academic Council should include at least one at the rank of assistant professor, one woman, and two members of the faculty whose work consisted largely of instruction, counseling, or evaluation of freshmen and sophomores; (b) at least one of the two representatives from the Graduate Council should be at the rank of associate professor; (c) at least one of the undergraduate student representatives should be a woman, one a nonresident, and one a member of a minority group; and (d) that one of the graduate student representatives should be a nonresident and one a foreign student.

4. These were the Director of the Center for Urban Affairs, the Registrar, the Director of Developmental Program, the Director of Institutional Research, the Director of Equal Opportunity Programs, the Dean of Students, the Associate Dean of the School for Advanced Graduate Studies, the Assistant Director of the Continuing Education Service, and an Assistant Dean for International Studies and Programs.

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wider community. As a result, the findings and conclusions of such a commission are likely to gain a credibility and legitimacy that they might not otherwise enjoy. In addition, such a body (since it also included members drawn from beyond the immediate university community) enabled members of the Commission not only to hear the views, aspirations, and concerns of the university community but also to communicate to their several constituencies reliable information about the processes employed and the variety of issues considered.

The selection process was completed in late May 1970, and the first, organizational meeting took place, as indicated above, on June 1. All meetings were chaired by the President and attended by the Provost, as well as by a number of resource persons. At the early sessions, initial questions were raised and members were asked to identify issues and problems for future consideration. It quickly became evident that the basic questions of admissions and student body composition had a direct relationship to other important issues: for example, to the size of the University, to the enrollment mix of the various levels, and to the role of Michigan State University, the community colleges, and other colleges and universities in the State.

Five areas of study were identified by the President and the Staff Director on the basis of the early discussions and subcommittees were appointed to study each:

1. The Mission of Michigan State University
2. Enrollment Mix
3. Special Programs
4. High Risk, Minority, and Disadvantaged Students
5. Admissions Procedures and Standards

The Staff Director, following as closely as possible the stated preferences of the Commission members, determined the membership of the subcommittees⁵ and assigned to each a staff specialist.

At their initial meeting on June 19, the five subcommittees selected permanent chairmen, discussed procedures, and identified the data that seemed most essential for their particular tasks. In the frequent meetings that followed they debated issues and worked toward the development of a report to be presented to the full Commission for consideration. They also spent much time educating themselves by

5. Each subcommittee had at least two faculty members, one student, and one alumnus or public member. Three subcommittees had three faculty members, and three had two students.

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reading and studying the large volume of materials distributed to the Commission by the Executive Director, the staff specialists, and, increasingly, by individual members of the Commission themselves.⁶ The subcommittees also invited faculty and staff members, administrators, and students to meet with them periodically in order to discuss particular issues and to provide still additional points of view. These visitors, without exception, responded with interest, enthusiasm, and a spirit of cooperation. As the subcommittees worked towards the formulation of their final reports, they remained aware of each other's activities through the Executive Director (who attended most subcommittee sessions), through the uniformity of the reading and study materials, and through frequent meetings of the five subcommittee chairmen.

During the fall, and concurrently with the work of the subcommittees, the Commission held six public hearings in four cities (Detroit, Marquette, Grand Rapids, and East Lansing) in an effort to take the work of the Commission to the people of Michigan, and in order to engage the many constituencies of Michigan State University in a public discussion of the issues involved in formulating an admissions policy. For each of these day-long hearings the President sent out letters of invitation to representatives of civic, ethnic, professional, farm, business, industrial, labor, alumni, community college, and secondary school organizations. Faculty, students, administrators, and representatives of campus organizations were encouraged to participate in the three on-campus hearings in East Lansing. In addition, the public was extended invitations through the press to attend the hearings and to offer their views if they chose. Each session was attended by at least fifty interested citizens, many of whom presented formal written statements or made informal remarks.⁷ In addition to the coverage provided in the state and local press, some of the East Lansing hearings were broadcast to the local community by WKAR, the University radio station. In retrospect, the hearings proved to be a unique and effective method of gathering information and sampling points of view.

6. The Office of the Executive Director distributed to the Commission members more than 100 articles and excerpts from scholarly and professional books, newspapers, magazines, pamphlets, public documents, and reports. (See the attached bibliography.) In addition, statements made by individual members of the University community and by student, faculty, and community groups (e.g., the Black Liberation Front International and LaRaza) were circulated.

7. A list of the organizations, groups, and individuals who offered papers or statements is given in Appendix III.

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Early in 1971, with the work of the subcommittees largely completed, the Commission began to meet regularly again in full session to consider the subcommittee recommendations. These sessions, held usually once and sometimes twice a week, were devoted to intensive debate on and modification of the drafted recommendations. In April, a Drafting Committee was appointed to begin work on a final report. The first draft of Chapter I was sent to Commission members on April 20; the first draft of the final chapter, Chapter VII, on June 8. The sessions of the Commission in May and June examined and revised each of the chapters. A final draft, embodying suggested changes, was presented at the concluding session of the Commission on July 23, 1971, and was approved, subject to editorial changes.

Chapter II:

The Commission in Context

A. HIGHER EDUCATION IN MICHIGAN

Michigan State University is part of a system of thirteen four-year colleges and universities and twenty-nine community colleges, which together comprise public higher education in the State of Michigan. Unlike higher education in some states, Michigan's four-year public colleges and universities are not controlled or coordinated by a single, statewide board or council. Instead, they constitute what is, in effect, a confederation of independent, largely autonomous institutions, whose general functions and specialized roles have been the product of their historical development. Each determines its institutional role and pattern of growth and development within the constraints imposed by legislative appropriations. The wisdom of such an arrangement has been debated from time to time, most recently in 1961-62, when a new constitution enlarged the State Board of Education and gave it general responsibility for planning and coordinating the system of education in the State, *but*, at the same time, left the primary responsibility for direct institutional supervision and control with individual governing boards, where it has traditionally rested. This means that the future role of each public Michigan college and university depends on its ability to articulate not only to its students but to the people of the State the purposes, functions, and effectiveness of its educational program.

Historical institutional development, reinforced and in large measure determined by the deliberate pattern of State appropriations and federal funding, has assigned graduate work, graduate-professional education, and research for the most part to three institutions: Michigan State University, the University of Michigan, and, most recently, Wayne State University. These institutions grant most of the professional degrees in the State and offer almost all of the State's doctoral programs: the University of Michigan in seventy-seven fields, Michigan State in sixty-two, and Wayne State in twenty-eight. The distribution of governmental and privately sponsored research in the State reflects and supports this pattern.

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The ten other state-supported four-year colleges and universities, by contrast, have developed as essentially regional institutions with a primary emphasis on undergraduate education, or, as in the case of Ferris State College (Big Rapids) and Michigan Technological University (Houghton), as specialized institutions. Within the past decade, Western Michigan University (Kalamazoo), Central Michigan University (Mount Pleasant), Northern Michigan University (Marquette), and Eastern Michigan University (Ypsilanti) have transformed themselves from relatively small state colleges, with strong historical commitments to teacher preparation, into large multipurpose universities offering a wide variety of preprofessional, occupationally-oriented, and liberal arts courses of study which take cognizance of the special educational needs of their respective geographical regions. More recently, Oakland University (Rochester), Grand Valley State College (Allendale), Saginaw Valley College (University Center), and Lake Superior State College (Sault Ste. Marie) have been added to the Michigan system.

The most rapidly growing tax-supported institutions are, of course, the community colleges, whose origins in Michigan go back to the second decade of the twentieth century. By 1950 there were ten community colleges in Michigan; now there are twenty-nine such institutions offering a variety of vocational-technical, semiprofessional, and college-parallel programs that are making educational opportunity a reality for an ever-increasing number of Michigan citizens, young and old alike.

The growth of Michigan's institutions has been impressive. In the fall of 1970 there were 342,113 students enrolled in the public four-year institutions and in the community colleges, and an additional 51,434 students in the State's private colleges and universities—a combined total nearly triple that of a decade ago. A breakdown of these figures is even more impressive. While the total enrollment in the public four-year institutions (215,466) is twice the total (107,658) of 1960, the total enrollment of community colleges increased almost fivefold from 27,229 to 126,647. More than half of all first-time freshmen are now enrolling in the community colleges, and the percentage most assuredly will continue to rise.

At Michigan State University, growth has also been impressive. The total enrollment in 1960 was 21,157; in the fall of 1970 it was 40,511. The graduate enrollment in 1960 was 3,570; in 1970 it was 8,335. One remembers, with a wry smile, the confident assertion of an earlier University committee in 1959 that "the burden of growth in size no longer is upon us."

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Furthermore the student body composition at Michigan State University has changed. In 1960, about 50 percent of the total enrollment was concentrated in the lower division. A decade later, in the fall of 1970, this percentage had decreased to 33.4. In 1960, about 16.9 percent of the total enrollment was graduate; in 1970, the percentage had increased to 20.6.

Growth (in total enrollment) and *change* (in numbers and percentages of students at various levels) have profoundly affected higher education in the State of Michigan, and all institutions must take such realities into account as they plan for the coming decade and beyond. The character of the State's educational institutions is undergoing major transformations. A period of extended and concentrated self-study and self-management most assuredly lies ahead.

B. MICHIGAN STATE UNIVERSITY

Like all established institutions, Michigan State has developed certain identifiable characteristics, roles, and functions, some of which are unique. Taken together, they shape the image which the University projects to its many constituents on campus, in the State and nation, and around the world. They affect its ability to attract and hold students and faculty and to obtain public and private financial support; they enter, directly or indirectly, into virtually every decision made internally by the University and externally by others about the University. These attributes also provide the necessary context and point of departure for any discussion of the future.

Michigan State is justifiably proud of its long history of educational service rooted in the land-grant tradition. From the time of the Morrill Act of 1862, with its emphasis on both liberal and practical education for a growing population, the University has prized its image as an institution vitally concerned with the educational, social, and economic needs of the people of Michigan. Its early emphasis on scientific agriculture and the application of basic research to the economic needs of an agricultural population served to orient the University, from its beginnings, to the needs of all the people, not simply of the young. As the economy of Michigan began to shift from agriculture to industry, the University redirected some of its resources and energies to meet the needs of an increasingly industrial and urban population, and public service took on a new dimension.

Other historic decisions have also served to shape the institution. The decision of the 1940s to counteract the effects of overspecialization at

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the undergraduate level with a required program of general education, later modified to provide greater flexibility, exemplifies one of the University's attempts to ensure that its graduates are adequately prepared to face the demands of a world in flux. There are others: the rapid expansion of its graduate programs to meet the increased post-baccalaureate needs of the 1960s and early 1970s; the establishment of the Honors College, the living-learning residential units, and the three residential colleges—all designed to increase the options and improve the quality of undergraduate education; and the comparatively recent emphasis on graduate-professional education. All of these events marked shifts, however slight they may have seemed at the time, in the University's announced role and perceived image.

What most of these institutional changes suggest is that Michigan State University has the willingness to look at itself with a critical, self-examining eye; to reassess its achievements, shortcomings, and priorities through in-depth studies; and to review its obligations in light of changing social, economic, and educational realities. As an academic community Michigan State has come to look to evaluation for direction. The Committee on the Future of the University, the Committee on Undergraduate Education, the Committee to Review International Studies and Programs, the Committee on Graduate Rights and Responsibilities, the committee that drafted the *Academic Freedom Report*, the Committee on Student Participation in Academic Governance, and the Committee on Faculty Rights, Responsibilities and Grievance Procedures all illustrate the commitment of the institution to exhaustive, and exhausting, self-study and a willingness to respond to the demonstrated need for change.

The willingness to experiment, innovate, and change on the basis of sustained self-study is and has been a leading characteristic of Michigan State. The University has taken the initiative in many areas of educational experimentation; this is a matter of fact and pride. It has learned, at the same time, that change for the sake of change is no panacea; that change not built on a foundation of self-study and followed by a well-planned program of evaluation is foolish, wasteful, and sometimes dangerous. The climate of the 1970s—with its potentially explosive social, political, and educational problems—will provide an especially crucial test of the University's capacity for self-criticism and self-renewal.¹

1. See Clifton R. Wharton, Jr., "The Pluralistic University I: The Demand for Universal Higher Education," address to the Detroit Economic Club, March 30, 1970; "The Pluralistic University II: The Concern for Human Values," Commencement Address, University of Michigan, Ann Arbor, May 2, 1970; "The Pluralistic University III: The University's Quest for a Social Role," address to Michigan Academy of Science, Arts and Letters, Kalamazoo, April 23, 1971.

Chapter III:

The Role of Michigan State University in the 1970s and Beyond

The modern university operates under a double imperative: like all human institutions, it is a social organism which must adapt to and change with its environment if it is to remain healthy and viable; as a center for higher learning, however, it must also utilize its knowledge and capacity for leadership to help shape that environment. The role of a university can be defined in highly prescriptive terms, with the intention of preserving a fixed institutional character, or in flexible terms which recognize that the existing character of an institution may well be adjusted from time to time to meet changing needs and priorities. The latter approach, the Commission believes, is more appropriate in a publicly supported institution, especially one nurtured in the land-grant tradition like Michigan State. This is particularly true in light of the fact that this University is, after all, part of a statewide system of higher education. The roles being developed in the community colleges, in the regional universities, and in the other major universities must inevitably affect the role that Michigan State defines and assumes for itself.

The Commission and its subcommittees moved back and forth between discussions of underlying principles and assumptions, and concrete recommendations; between attempts to define the future role of the University, and specific admissions policies; between concern for MSU's broad responsibilities to the State and nation, and the University's emerging responsibility to make available to a wider segment of our society the opportunity for higher education. To characterize the role of Michigan State University as it is in 1971 is a difficult task; to attempt to characterize what its role should be in the decade to come is more difficult still. Universities, we know, have a momentum all their own; they seldom stand still for those who would examine and describe their parts. The Commission did not attempt, at any time, to develop a precise, all-encompassing statement of the future role of Michigan State University. Rather, the outline of the University's future role offered in this chapter developed, for the most part, from the Commission's discussions of the ultimate implications of its various recommendations

on the subject of admissions for the emerging character of the institution.

As Chapter II indicated, Michigan State University enters the new decade with its three major functions—instruction, research, and public service—already well-established. Though many of the individual programs embraced by these categories will change, some markedly, it is likely that the categories themselves will remain largely unaltered. Perhaps, then, the best way to describe the University's role in the 1970s and beyond is to attempt to delineate in broad stroke the several tasks that each function is likely to entail. Obviously, such a statement cannot be definitive, for many unrecognized and unforeseen factors, including the availability of resources, may in the end serve to moderate or undo all that the Commission recommends. Thus it can suggest here only the emphases and priorities which constitute the Commission's view of how resources, responsibilities, and programs must relate to one another if Michigan State is to meet the needs and challenges of an increasingly complex society.

A. INSTRUCTION

1. Undergraduate Instruction

Despite the spectacular increase of graduate and graduate-professional enrollments over the past decade, the teaching of undergraduates is in 1971 and will remain in years to come the University's primary responsibility. Michigan State University must continue to be an institution that provides quality instruction to a large number of undergraduates. Although the sheer size of the modern public university poses a serious threat to the quality of undergraduate teaching, Michigan State must find ways in the 1970s to cope with the potentially negative relationship between size and instructional excellence.

The emergence of the community college as a major component of the Michigan system of higher education will undoubtedly have its effect on the University in the proportion of students enrolled at each class level. If present predictions are correct, junior and senior enrollments will continue to grow more rapidly than those of freshmen and sophomores. This shift in enrollment mix will impose special instructional demands and responsibilities on the University. To mention only two, the University will need to maintain sufficient curricular flexibility to accommodate the junior transfer and to improve

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cooperative relationships and communications with those institutions from which transfer students come. Furthermore, the development of the community colleges reduces the need for the University to offer non-degree terminal programs, except for the agricultural short-course programs which, because of tradition and the existence of unique resources, will continue at many land-grant institutions. Clearly, the University should not offer two-year programs in areas where community colleges can and should meet emerging needs.

Undergraduate instruction in the 1970s must also recognize that the character of undergraduate life is shifting and that the attitudes and values of students differ from those of their predecessors of the 1950s and early 1960s. These students are making and will continue to make severe demands upon the University and upon the education it offers. While undergraduate education must continue its traditional functions of preserving and transmitting cultural and intellectual heritage, it must also take squarely into account the need for new programs that cut across traditional fields of study, the impact of media and technology, and the advantages and limitations of a variety of teaching models. In addition, the University needs to know much more than it currently does about the effectiveness of these alternatives. This implies research that goes beyond the usual cost studies, faculty-student ratios, and student-credit hour formulas.

Above all, additional steps must be taken to improve the quality of the instructional process throughout the University. The Committee on Undergraduate Education emphasized in 1967, and Commission members agreed on any number of occasions, that good teaching must be rewarded. The dictum of Plato is true enough: "What is honored in a country will be cultivated there."

The need for good undergraduate teaching on this campus is further implied in the University's commitment to the educationally disadvantaged. Dedicated as it is to the concept of a pluralistic university which fully reflects a diverse and complex society, Michigan State University has an important role to play in helping to widen the access to higher education for increasing numbers of Michigan young people. The Commission unanimously affirms this commitment. Moreover, it takes the occasion of this report to call for a significantly enlarged effort to seek out and recruit promising students from minority groups and disadvantaged backgrounds and to extend to them the opportunities of a university education. Chapters IV, V, and VI include a wide range of proposals for extending the resources of the University to an increasing number of such students.

Nonetheless, this commitment, like all University commitments, must be viewed within the proper context. For fiscal reasons, in part, but primarily for a multiplicity of other reasons related to the magnitude and complexity of its total commitments as a university, a *distinctive* role for Michigan State must be developed and emphasized if the State of Michigan as a whole is to meet the new demand for educational equality without wasting its human and financial resources in needlessly competitive and duplicative efforts. Resources are and will continue to be a paramount concern. In the past, it is plain, there have been inequities in the distribution of resources. As the undergraduate enrollment mix is weighted more heavily in favor of juniors, seniors, and students in need of financial aid and support services, resources will be further strained. Commission members became increasingly aware that institutional change of any kind has important budgetary implications and that, if some of the mistakes of the past are to be avoided, a firm notion of priorities and strict budgetary controls must be demanded of every endeavor.

Furthermore, the Commission agreed that the problem of furthering educational opportunity and trying to eradicate the inadequacies of prior education is not the responsibility of Michigan State University alone. It is one that must be shared statewide by all tax-supported educational institutions, including the public school system. The Commission believes that the community colleges, by the very nature of their stated roles and objectives and their strong community ties, have a particularly crucial role to play in this area.

The Commission foresees that one of the University's major contributions to widening the access to higher education may well be a cooperative one in which it marshals its capabilities and resources towards the development of new and innovative models for learning and support services for the educationally disadvantaged. These models should prove useful to its own instructional units and to other educational institutions as well. The logic is plain enough: it is unwise for all institutions of higher learning to play the same comprehensive role in respect to the educationally disadvantaged.

2. Graduate Instruction

As Chapter II indicated, Michigan State University has become one of the three universities in the State producing the most graduate degrees. Yet, interestingly enough, this change in institutional character has not been fully recognized by the Legislature or, it seems, by the

University's faculty, alumni, and friends. Thus far, in fact, neither the external support of the University nor the internal budgeting of the University has been adequately adjusted to this change.

Recent events have, to be sure, modified the short-term outlook for graduate education. During the 1960s, when it appeared that the demand for Ph.D.'s could never be met, virtually all publicly supported four-year institutions either looked forward to the development of graduate programs or confidently expanded their existing programs. The period of rapid expansion is now over; the scarcity of resources, the expensiveness of graduate education, and the mounting evidence of overproduction in some doctoral programs, suggest that future graduate study in Michigan, as in other states, should be limited by necessity to a few institutions.

Michigan State University should be one of these institutions. The Commission strongly believes, however, that the further development of graduate programs should be limited to selected areas and that present programs should be carefully scrutinized in order that internal support can be allocated in the wisest possible manner. Chapter IV establishes the mechanism for such review. The Commission also believes that increased emphasis must be placed on the quality of instruction at the graduate level.

It is also important that Michigan State University make a major effort not only to attract promising students from minority groups and disadvantaged backgrounds to its graduate programs but to produce the teacher-scholars upon whose talents and expertise the ultimate solution of the problem of inadequate education will so heavily depend.

3. Graduate-Professional Instruction

The Commission assumes that Michigan State University will remain one of the three major graduate-professional universities of the State; but here again financial support for the University has not yet risen in proportion to those responsibilities already assumed. Moreover, there are continued pressures for still additional programs in law, optometry, pharmacy, dentistry, nursing, and library science. Greatly expanded financial support is an absolute necessity if existing programs are to remain viable and new programs are to be added. The Commission urges that no new graduate-professional programs be accepted—whatever the demonstrable social need—*until* institutional support for the *entire* University is adjusted to meet current fiscal realities and *until* the University has been assured that the necessary resources will be made available for the new programs.

4. Life-Long Education

The phenomenal growth of the fund of general and specialized information, the evolution of science and technology, and the changing pattern of society and its institutions demand that diverse and rich educational opportunities be made available on a continuing basis. In the past, higher education has placed most of its emphasis on education completed in residence and within a specific period of time. The assumption that education is to be measured solely by acquiring so many credits within a fixed four-year period is, however, slowly changing. Education is increasingly coming to be viewed as a life-long process that may vary in intensity and direction from time to time, and that may or may not be punctuated by the attainment of a degree or other certificate of achievement. In the future, many will choose to pursue their education intermittently, with changed or changing purposes.

The Commission believes that Michigan State University must take immediate steps to strengthen its contributions to life-long learning. Though the initial steps recommended in Chapter IV may seem small, it is nonetheless important that the University, as it looks to the decade ahead, commit itself to immediate exploration and explication of its role in life-long education. The University's instructional resources must not be directed, as they largely have been in the past, almost exclusively to the young; they are needed, and will be needed increasingly, by citizens of all ages whose minds and vocations demand renewal through exposure to the educational process.

In summary, the future instructional role of Michigan State University will encompass the continuation of programs at the undergraduate level, including some that are unique to this institution, and a gradual increase in its commitment to graduate, graduate-professional, and life-long education. Even if the University refuses to inaugurate new programs until resources are available, as the Commission strongly urges, some growing emphasis on the role of graduate and graduate-professional education seems inevitable. Nonetheless, the Commission insists on a proper recognition of the important role that undergraduate education plays at Michigan State University. It is equally concerned that the quality of undergraduate education be maintained and improved and that access at this level be widened.

If these are the emerging instructional emphases of the University for the 1970s, then it must interpret its responsibility to the educationally and economically disadvantaged in a manner consistent with this role. The failure to educate students of low-income families, whatever their race or ethnic origin, is, we repeat, not to be tolerated. These students must be sought out and encouraged to continue their education. The needed support (financial, personal, and academic) should be provided. Each institution must interpret its responsibilities towards the disadvantaged in accordance with the totality of its educational roles and resources. Moreover, the public must realize that if institutions of higher education are to assume this new educational responsibility in addition to those which the public has come to expect, adequate funds must be forthcoming.

B. CREATING NEW KNOWLEDGE: RESEARCH

Research, deriving from the acknowledgement of the tentativeness of all human inquiry, is the second major function of the University. Before World War II organized research on this campus was identified almost exclusively with the Agricultural Experiment Station; since then, under the aegis of extensive federal and private grants and contracts, the scope of research has widened dramatically to embrace virtually every endeavor of the University. It is closely tied to the success of graduate and graduate-professional programs and is inextricably linked with both the instructional and public service functions.

The contribution of universities in the past decades, especially in the areas of agricultural, medical, behavioral, and technological research, is indeed impressive. There is little doubt that universities and the well-being of the state, nation, and world are now closely bound together. The critical question today is not whether public universities should continue to serve society through research, but, rather, what kinds of research they should pursue most aggressively. Part of the answer lies in the moral imperative implicit in the covenant that public universities make with the public that supports them, namely, that the expertise and knowledge concentrated in a public university shall be applied to public problems. However, another part of the answer surely lies in the fact that a great deal of important research (generally referred to as basic research) does not fall into the category of immediate problem solving but seeks to learn the nature of things and the relationship of phenomena. Long periods may elapse between discovery and ap-

plication, if, indeed, application ever comes. This kind of research is vital and must not be neglected.

Though the term "creation of new knowledge" often seems synonymous only with scientific research, it also includes artistic creation and scholarly activity in the humanities and fine arts. The production of new knowledge, in short, is a university-wide activity embracing a broad spectrum of scholarly endeavors and creative activities, ranging from research in solid state physics to the creation of a musical composition, painting, or poem. On the continuance and quality of such creative activities depend, in no small measure, the well-being of society and the quality of human life.

There are limitations, to be sure. Research should not be sought or nurtured for its own sake; it should influence and invigorate the teaching and public service functions; it should be rigorously evaluated. Research, like teaching, is done by individuals who must make value judgments about what kind of research they should pursue. This is as it should be, provided there are effective mechanisms for justification and accountability.

In addition, it must be remembered that universities do not have a monopoly on conducting research. Universities must leave to others anything that would compromise the integrity and the identity of the university as a center of free and open inquiry. This is not to imply that the interests of society and the interests of universities are mutually exclusive. It is to say that research—especially research supported by federal grants and contracts—must be carefully scrutinized to make sure that the university remains free from influences which might jeopardize its hard-won autonomy and academic freedom.

The Commission finds it difficult to anticipate what may happen to research in the future. Some support of research through federal grants and contracts seems certain, although there is a strong possibility that the federal government will channel more of its support into student aid or into general institutional grants. It also seems probable that private foundations will continue to contribute to the support of university scholarly activities. In any case, it seems likely that a large proportion of research on university campuses will continue to be done either by faculty members who, out of devotion to their particular interests, invest freely of their own time, or by those who, by virtue of their involvement in graduate work, engage in the scholarly and research activities that are essential to the guidance of advanced graduate students.

Today, universities are being asked to turn the focus of their research efforts towards the solution of major national problems associated with

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ecology, urban decay, health, racial equality, and the like. The temptation to comply is great; the justification seems obvious. Yet the funds which would support the expansion of such activities have not been forthcoming. The developmental history of the land-grant institution is, in this connection, instructive. Only when the on-campus instructional programs and the research programs of the experiment station were provided with sufficient support to permit them to improve their programs and disseminate their findings did real breakthroughs begin to take place toward the solution of the problems of agricultural production. This experience suggests that universities can successfully turn their attention to major economic and social problems; it also indicates that their ability to do so is directly related to the availability of additional financial resources. The Commission believes that the University should exercise great caution in embracing new and expensive research programs until sufficient financial support is provided to sustain such programs on a continuing basis. Further, if it is to respond effectively to social problems it will have to devise new patterns of internal university organization and new cooperative patterns among regional and state institutions.

In the past, much of the research emphasis has been directed, quite properly, to the advancement of knowledge in the traditional disciplines. While believing that this line of inquiry should continue, the Commission is also convinced that increasing attention must be given to the search for new patterns for organizing, verifying, interpreting, and applying knowledge. This will mean a new emphasis on interdisciplinary and multidisciplinary study and research. Models like that of the Center for Environmental Quality, with its problem-centered systems approach, deserve much more attention than they have hitherto received. It must be recognized, however, that innovation in research also poses for the University the task of maintaining the research competencies of its faculty, a task increasingly difficult during a period when outside support is limited. More attention will have to be given in the future to providing faculty with the time and resources that will allow them to keep abreast of the research methodologies and discoveries in their fields and to sustain their own research activities. Finally, if new knowledge is to be intelligently applied to the problems of the day, increasingly sophisticated dissemination and retrieval systems will be necessary to facilitate the sharing and pooling of this knowledge.

The Commission firmly believes that the University must squarely face the charge of its critics who argue, sometimes with justification, that an overemphasis on research leads to the neglect of teaching and the neglect of students, and the further charge—also at times valid—

that much research has little intrinsic value. In addition, these same critics insist that there has been far too much emphasis upon publication of research findings, regardless of their significance, as the primary basis for reward. While recognizing that such criticisms may well have validity, the Commission nonetheless reaffirms its belief in the fundamental complementarity of teaching and scholarly activity, including research, and the need for that flexibility which allows conscientious faculty members to pursue, within the context of their professional duties, whatever appears to be their intellectual bent.

The University must continue to recognize that certain kinds of research, regardless of the availability of support, have no place on a university campus, and that research conducted in a university must never be cloaked with secrecy.¹ The Commission also believes that the University has an obligation to support research from its own funds, particularly in the arts and humanities, where outside funds are virtually nonexistent. Research, then, will and must continue into the 1970s and beyond; the Commission asks only that it be carried on in a manner absolutely consistent with the other major announced functions and priorities of the University.

C. PUBLIC SERVICE

Despite the fact that a state university, by its very nature, exists to serve society, the question of how a state university, or any university for that matter, relates to its environment is a crucial one. Historically, great universities have never totally isolated themselves from their societies; those that have tried to do so have lost their vitality. Knowledge does beget responsibility, and to pretend that the modern university should reject the demands of society at large is both wrong and self-defeating. There are limits, however, beyond which the university cannot go if it is to remain free to make its own choices and chart its own destiny.

To be sure, universities render their greatest service to the public by educating individuals who move back into society equipped with knowledge, understanding, and highly developed skills. They also render important service to others whose educations are in need of upgrading or renewal to meet the rapid changes of our industrial

1. For official University policy on sponsored research, see the statement approved by the Graduate Council and the Board of Trustees, as published in the *Policy Handbook for MSU Faculty 1970*, pp. 22-23.

society. For the most part, at Michigan State University the latter functions have been channeled through the Cooperative Extension Service and the Continuing Education Service. Yet one should not overlook the very real contributions made by individuals acting as consultants, researchers, scholars, and concerned citizens. The University should continue to encourage such activities.

Today, universities are being asked to devote more and more of their energies and resources to tasks which fall within the rubric of public service or public problem solving. The supposition (which universities themselves have sometimes fostered) seems to be that given the will and opportunity, universities can solve most of the major problems of modern society. Universities, as presently constituted, are largely unprepared to undertake such missions; moreover, they have not been funded to do so. Universities, rather, serve society best as institutions engaged in the creation of new knowledge which can be transmitted to those to whom society has delegated (or will delegate) the responsibility for direct social action. Universities do engage in direct social action on a limited scale; but experience has shown that such programs are most effective when they are closely tied to their instructional role, or when they serve as models or prototypes being tested for adaptation to a larger scale. The university does not attempt to clean up rivers but trains people to prevent and cure the pollution of our waterways; it does not counsel the poor but trains people to do that counseling; it does not design urban renewal projects but prepares its graduates to help refurbish our cities; it does not open recreation centers in areas of high delinquency but educates personnel who have the sensitivity and ability to work through recreation centers to reduce delinquency.

The Commission thus believes that Michigan State University must focus its efforts towards public problem solving by concentrating upon the educational process itself. Its immediate obligations are to design experimental programs that may equip its graduates to contribute to the solution of society's problems and to stand ready to undertake the most promising of these if and when support becomes available. But even when that needed support is available, it must also ask itself whether some other institution or public or private agency might not, in fact, do the job better. Public problem solving too, in short, must be viewed in relation to other University functions, and in relation to the responsibilities and capabilities of other institutions. A university best serves society by producing educated citizens and capable leaders for the future, and by developing alternatives. No university, whatever its size or resources, must allow itself to be hypnotized merely by the problems

of the day. If it does, society will be deprived of the knowledge and competence to solve tomorrow's problems.

To summarize, then, a reasonable projection of MSU's role for the 1970s and beyond suggests that it will continue a strong undergraduate program with an increasing emphasis at the upper division. A larger proportion of its resources will be utilized in graduate and graduate-professional education, and a significantly larger base of support will need to be found to provide the necessary financial resources. Coincidental with this emphasis on graduate and graduate-professional education will be a continuation and enlargement of research activities as essential means of keeping such programs abreast of new developments and of contributing to the quality of instruction. A significant increase will also doubtless occur in applied research and public service, conceived of in new and broader ways. Public problem solving, like research, is contingent upon finding the necessary resources. Above all, if the University is to meet its challenges effectively, its goals and priorities must be articulated and understood; its resources must be managed. Some programs which either are no longer essential or needlessly duplicate those elsewhere in the State will have to be eliminated so that these resources may be redistributed. This is a crucial point; indeed, if Michigan State University is truly to exercise educational leadership, it must demonstrate the capability to terminate programs that are no longer relevant. Leadership in the years ahead will depend on the ability to say "no" or "no longer" rather than simply "yes" and on the willingness to turn over to others responsibility for programs that they are best equipped to handle, so that energies and attention can be redirected.

Predicting the future is a precarious job at best. The Commission offers the foregoing analysis as an agenda for the future, which it recognizes will have to be flexible enough to adapt to shifting realities. It represents a tentative outline of the assumptions upon which the Commission has predicated its recommendations for an admissions policy that will be equal to and in harmony with the University of the 1970s.

Chapter IV:

Size and Student Body Composition

This chapter and those that follow contain the recommendations of the Commission. They are presented here within the contextual framework in which they were discussed, debated, amended, and finally adopted by the Commission during its working sessions.

A. SIZE

As a consequence of its rapid growth during the 1960s, Michigan State University has come to be very much aware of both the advantages and disadvantages of large size. Growth has strengthened academic programs by making possible a more diversified staff and better teaching and research facilities. It has made possible a larger number of student services and a richer cultural environment. It has afforded increased flexibility in curricula and programs. It has forced changes in teaching models. But growth has not come without exacting a price. Increased size without a corresponding increase in faculty has seriously eroded student-teacher ratios, has led to a feeling of anonymity among some students, has significantly reduced the vitally important contact between faculty and students, and has created problems of communication. Still, on balance, most would agree that the benefits conferred by increased institutional size, as such, outweigh the losses. In fact, one may speculate with the 1967 *Report of the Committee on Undergraduate Education* that the damaging characteristics noted above "are not so much the fruit of the University's size as they are of its fantastic growth rate," and, many would add, of inadequate expansion of faculty and staff.

Such rapid enrollment growth now seems to be over, thanks to the expansion of other public institutions of higher learning. Though it has gone largely unnoticed, the total student body at Michigan State has remained relatively stable for the past three years. Enrollment-caused difficulties nonetheless remain, though they now result not from the pressure of additional new students but from enrollment shifts within the University itself, which affect, sometimes dramatically, the size and

composition of individual departments and colleges. The Commission took note of four such shifts:

- (1) the shift to a larger proportion of graduate students and to a larger proportion of doctoral students among graduate students;
- (2) the shift to a larger proportion of juniors and seniors among undergraduate students;
- (3) the shift of student majors, for example, from the natural sciences to the social sciences; and
- (4) the shift in socioeconomic backgrounds of students and hence a shift in motivations, interests, expectations of a university education, and rate of progress through degree programs.

Such shifts, of course, place a far greater stress on financial, physical, and human resources than does gradual overall expansion. Moreover, these stresses come, unfortunately, during a period when the prospect for increased financial support for public higher education is not encouraging. As a result, the always difficult question of how to *allocate* new resources becomes the far more difficult one of how to *reallocate* existing funds. It is difficult, if not impossible, for example, to shift faculty from one discipline to another to accommodate shifts in student interest; and it is difficult to recapture financial resources already committed to an existing program in order to fund a new program, regardless of its merits. Further, upper-division students—not to mention graduate students—cost more to educate than freshmen and sophomores.

The Commission studied a great deal of data on enrollment trends in this State and elsewhere, examined in detail the implications of the already perceptible shifts in enrollment patterns within the University, and then considered the question of enrollments within the larger context of Michigan State's role in the entire Michigan system of higher education. As a result of the significant developments over the past decade in other institutions of higher education across the State, it seems clear to the Commission that Michigan State University can become more selective in the programs and courses of study it offers. It can now begin to turn its attention to those programs which best fulfill and reinforce the role which the University has charted for itself.

The Commission considered what the size of the undergraduate student body should be, assuming that the total size of the University would not increase appreciably in the immediate future, and concluded

that there are many important reasons why a major state university like Michigan State should maintain a strong undergraduate program. A sizable undergraduate program provides economies of scale, making feasible more extensive libraries, research facilities, and staff to improve the quality of the academic climate. There is ample evidence, too, that undergraduates benefit from the general academic atmosphere associated with a graduate institution. Graduate students also benefit from a sizable undergraduate program. Many gain invaluable experience—not to mention income—from participating as teaching assistants in the instructional activities of departments involved in undergraduate education. The availability of existing programs, academic facilities, qualified faculty, and dormitory space all mutually support the view that the role of undergraduate education on this campus should not be diminished.

The Commission therefore recommends that:

1. MSU should maintain an undergraduate student body at least as large as the present one.
2. Although no fixed ceilings should be set for total University enrollment, the size of academic units within the University should be determined by—
 - (a) the availability of educational opportunities elsewhere in the State,
 - (b) the availability of resources and facilities on the campus,
 - (c) societal needs and employment opportunities,
 - (d) student interest in specific programs, and
 - (e) the conscious allocation of resources on the basis of predetermined priorities.

B. STUDENT BODY COMPOSITION

A number of basic considerations must be taken into account in formulating decisions about student body composition. In the *first* place, there is the role assigned to and assumed by the institution. Michigan State University's role as a publicly supported university in a state system of higher education has already been discussed in Chapter III. A *second* consideration is the manner in which an institution balances in its course and program offerings the competing claims of efficiency and equity. This conflict cannot be ignored. Efficiency, on the one hand, suggests the need for controlled access to the university and its programs, maximum performance by students and faculty alike, and strict financial accountability. Equity, on the other hand, argues just as strongly for open access, adjustments of programs and

requirements in the name of individual need, and the allocation of resources to meet those needs as they appear. The question is whether any institution can satisfactorily resolve the conflicts of equity and efficiency or whether these conflicts must be solved in the larger arena of a state system of higher education and, in the final analysis, be thrust back upon the legislature and society which provide the resources for the operation of their several institutions. The compromise an institution finally decides to make will necessarily influence the mix of students it decides to admit.

The *third* consideration, financial resources, follows close upon the second. Financial resources of necessity have a major (perhaps *the* major) role to play in any admissions policy. To accept more students than the State provides appropriations for is to accept the consequences of increased class size, increased faculty load, and the overexpansion of programs. Similarly, to accept a larger number of students who need the more expensive types of education—namely graduate and graduate-professional students, students in some of the more expensive undergraduate areas, students who need extensive support services, and students with serious financial needs—to accept more of these students while keeping overall total enrollments fairly stable is to accept the necessity for making some critical decisions as to where, in fact, the University's priorities lie. At a time of stable enrollments and stringent budgets, any *addition* to costs in one area requires a simultaneous *reduction* of funds in another.

1. Graduate Students

The Commission recognizes and supports the role of the University as one of the three major graduate institutions in the State of Michigan and furthermore assumes that the proportion of graduate students will continue to increase gradually. Despite the recent employment crisis for persons with advanced degrees and, consequently, a somewhat lessened interest in graduate study, there appears to be little doubt that a highly developed technological society cannot sustain itself without individuals educated in graduate and graduate-professional programs. Nor can it progress indefinitely without the knowledge generated by the research of faculty and graduate students. Furthermore, as the nation comes to face the problems caused by overpopulation, urban decay, pollution, misuse of natural resources, and social inequities, graduate schools will be expected to train specialists with new combinations of knowledge and problem-solving techniques.

The difficulty in finding the resources to support and expand graduate programs during a period of severe financial strain is evident. Accordingly, the Commission strongly supports attempts at economies through the elimination of unnecessary duplication in programs among institutions (see Chapter V) and through the better management of admissions within its own institution.

The Commission believes that some expansion of graduate work is both necessary and inevitable, but recommends that:

3. Michigan State University should emphasize quality in its graduate programs and should control their expansion, giving priority to those areas where there are important societal needs or where the University possesses unquestioned strength. New programs and any expansion in the size of the total graduate program must be consistent with the needs and priorities of the departments involved and also with those of the University as a whole.

Because of the nature of graduate study, the authority (and the accountability) for the admission of graduate students must rest with the individual academic departments. At the same time, there is a pressing need for the Graduate Office to develop better guidelines so that departments may discharge this responsibility more effectively.

The decentralized nature of the School for Advanced Graduate Studies and other factors make it extremely difficult to study and review the graduate programs at Michigan State on an all-university, institutional basis. Accordingly, the Commission recommends that:

4. At an early date the President should appoint a Committee on Graduate Education to make a comprehensive and thorough review of graduate education at Michigan State University. Its findings should be embodied in a published report available to the University community at large. While the Commission would not place any limitation on the scope of such a study (and indeed would hope that it would encompass every aspect of graduate life), it believes that particular attention should be paid to—
 - (a) the range, extent, and cost of individual graduate programs;
 - (b) the present and future societal need for people with particular graduate degrees;
 - (c) the curricular content of degree programs;
 - (d) the level of financial support for graduate and research assistants and their use in departmental research and teaching programs;
 - (e) the role of postdoctoral fellows and associates at Michigan State University, the sources and levels of their support, and their contribution to University programs;

- (f) the possible need for new degree programs, such as the Doctor of Arts and the Master of Philosophy degrees, to prepare teachers for two- and four-year institutions;
- (g) departmental student-recruitment procedures, particularly as they are used to bring an increasing number of minority group and women graduate students to the University;
- (h) the retention rates and levels of performance of graduate students;
- (i) the enrollment mix of graduate students—by sex, race, and national origin;
- (j) variations in graduate admissions criteria; and
- (k) the role of foreign graduate students.

While reaffirming its belief in the value of departmental autonomy in most matters affecting graduate education, the Commission specifically recommends that:

5. This committee should give serious attention to the structure and operations of the School for Advanced Graduate Studies to determine whether or not the current degree of administrative decentralization best serves the institutional goals of Michigan State University.

The quality of the graduate program and of the faculty depends to a large degree on the possibilities for research which the institution offers. Research activities should be carried out with an awareness that such activities are ideally related to the teaching function of the University. The Commission therefore recommends that:

6. Michigan State University should maintain a strong commitment to research, particularly in those areas in which interest, competency, and research capabilities already exist.
7. A long-range assessment of human and social needs should be an influence in allocating resources to encourage research and development, recognizing, however, that fundamental research without immediate apparent utility often proves important in the eventual solution of human problems.

Financial commitment from the University General Fund is essential, but every deliberate effort should be made to obtain additional funds from other sources. In addition, the Commission recommends that:

8. The Vice President for Research Development should increase the effort to obtain outside funds, including unrestricted funds, for research.

2. Undergraduate Students

While the primary responsibility for graduate students belongs, quite properly, to the departments in which they are seeking their degrees, the responsibility for undergraduates is spread throughout the University among admissions counselors, orientation staff, colleges, departments, academic advisers, and a number of administrative offices. A student who completes a degree at Michigan State may be enrolled in a number of different colleges and departments; be governed by University, college, and departmental regulations; be counseled by many professors and academic advisers; and be the recipient of the wide range of services and facilities which the University provides. In addition, this same student will have the opportunity to choose from among many majors. Often his final choice will be in an area of which he was unaware when he first enrolled as a freshman. The Commission believes that such flexibility should be protected by a continuation of the no-preference option and by freedom to change majors *in spite of the administrative complexities and the cost to the University.*

Given the desire to protect (and extend) student options, it becomes clear at once that the number of undergraduates in a given field cannot be managed as easily as can be the number of graduate students. Admission decisions are and must be made instead on the assumption that each student admitted will ultimately find a major, from the 100 or so choices before him, which fits his needs and interests and in which he can succeed. The Commission therefore rejected the idea that rigid quotas in given majors should be applied in the selection of prospective undergraduates. It also rejected the idea that students be forced to declare a field of major study during their freshman year.

In the past it has been necessary to restrict the number of students in certain majors, for example art, landscape architecture, and nursing, because of limited facilities. More recently, as the result of financial constraints, the University has been forced to restrict temporarily the size of still other majors. The Commission is deeply concerned by such an institutional trend, and, accordingly, makes the following recommendation:

9. The University should continue to allow considerable freedom in the choice of a major. If, because of constraints of various sorts, it becomes necessary to put temporary limits on the number of majors in certain areas, information to this effect should be given to applicants for admission. Students already enrolled should be adequately counseled about employment opportunities for majors in such areas, but should not be denied the opportunity to finish their majors.

a. Enrollment Mix

There would seem to be little doubt that the community colleges should and will accept the responsibility for educating an increasing number of freshmen and sophomores. As a result, Michigan State University need not anticipate any great increase in enrollments at the lower-division level, but, instead, a gradual increase in the number of juniors and seniors. (Juniors and seniors, it should be noted, constituted 37.1 percent of the undergraduate student body in 1960; by the fall of 1970 that percentage had risen to 51 percent.) This shift in enrollment mix has important implications for the allocation of resources, course offerings, degree programs, and facilities and equipment.

An increase in the cost of instruction is likely to accompany such an enrollment shift. Additional transfer students may also increase cost because programs and scheduling of courses may have to be adjusted so that such students can complete their majors in two years. Some economies, however, are possible through increased efficiency (for example, through reducing the number of very small classes at the 300 and 400 level and maximizing the use of expensive facilities), particularly in those areas not now serving very many students. In view of the anticipated shift of the enrollment mix in the direction of a larger percentage of juniors and seniors, the Commission recommends that:

10. The University should prepare to serve more juniors and seniors than freshmen and sophomores by making the necessary shifts in budget allocations, adjusting course offerings, and reviewing faculty resources, facilities, and equipment with these trends in enrollment mix in mind.
11. The University should examine its degree programs to make certain that qualified transfers can be accommodated without undue prolongation of their undergraduate programs.
12. The University should keep in continuing communication with community colleges not only through admissions personnel but through departments and colleges. Full information about course offerings and course content requirements of majors, and expectations with respect to commitment and performance levels, should be exchanged.

b. Access to Upper (Undergraduate) Division

The Commission is committed to the principle that the University has an implied contract with its lower-division students which guarantees them access to upper-division status if they meet the prescribed criteria.

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While these criteria may vary to some extent from major to major, satisfactory performance at the lower-division level and completion of university-wide requirements ought to guarantee to a student the opportunity to enter *some* upper-division program.

The Commission accordingly makes the following recommendations concerning the admission of MSU students to upper-division programs:

13. MSU sophomores who complete satisfactorily lower-division requirements should be guaranteed admission to some upper-division program at MSU.
14. MSU should develop, through systematic data collection, the best criteria possible for predicting academic success in given fields.

The increasing number of junior transfers complicates the problem. In fairness, those who choose to attend a community college, satisfactorily finish an appropriate program, and then wish to transfer to a four-year institution to complete their education should also be assured a place in one of the state universities or colleges. A single institution cannot make such a guarantee, but the Commission considers this a goal which might well be achieved by some cooperative arrangement among educational institutions. The Commission accepts the general principle that a student who attends a community college and completes an academic program which qualifies him for admission to the upper division of a four-year institution should have the same chance for admission to that upper division as a student who spends his first two years of college at the senior institution, *provided he has the same academic qualifications*. Failure to honor this principle, the Commission believes, would be contrary to the most basic assumptions about the role and purpose of the community college, and would create among students the unwarranted impression that enrolling in a community college first might jeopardize their chances of transferring to a senior institution. The Commission recommends that:

15. Michigan State University, in cooperation with other public four-year institutions in the State, should take immediate steps to assure that transfer students who apply for admission to an upper-division program of study are given the same opportunity for admission as students whose first two years of college work were completed at a senior institution.¹ In addition, it should consider experimenting with contingent admission to upper-division programs for promising high school seniors who wish to attend a community college.

1. See also Chapter VI, Recommendations 75 and 76.

This principle of equal access to upper-division status in a recognized degree program requires, above all, that course prerequisites and the criteria for probable success be carefully developed and uniformly applied to all students, regardless of where they spend the first two years of their college education. Judgments will need to be made about the comparability of courses and of the levels of achievement they represent. The systematic collection of data on the educational achievement of transfer students from given institutions should, in time, improve the basis for such judgments and thus serve the best interests of prospective transfer students.

c. Access to Lower (Undergraduate) Division

A number of important questions arose during Commission sessions about whether or not the University should attempt to determine *in advance* the mix within the lower division. Since students from a wide range of socioeconomic backgrounds aspire to higher education, the Commission is convinced that public institutions of higher learning must prepare to serve an increasingly diverse student body. To move in this direction will require new commitments from the University for financial aid and academic support services because many of those now aspiring to higher education are either economically or educationally disadvantaged, or both.

The Commission discussed at length whether or not the University was using a sufficiently broad base for predicting academic success, and concluded that there should be further experimentation in the use of additional criteria, for example, demonstrated artistic talent and creativity, apparent motivation and desire to excel, past work habits, evidence of social responsibility, and the capacity for leadership. The Commission recognizes that these criteria *alone* will not assure success in academic work, but it does believe that such characteristics may well indicate a potential for academic success. It will be necessary, of course, to ensure that there be a continuous review of the actual academic performance of students admitted on the basis of such criteria. The Subcommittee on Admission Standards and Procedures studied this matter at some length. Its recommendations, as adopted by the Commission, are included in Chapter VI.

The Commission further recognizes the value to the admissions staff of recommendations from high school counselors, teachers, and principals. Such persons should be encouraged to identify students with latent academic ability and with special talents, and should be en-

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couraged to call the attention of Admissions Office counselors to them. Good working relationships with the high schools and with the communities from which students come are invaluable and need to be maintained, and since judgments made by both high school counselors and the University admissions staff are so important to the prospective student and to the University, every effort should be made to keep the high schools informed of the academic progress of their former students.

Michigan State's image and reputation with the high schools depend not only on the quality and integrity of the University admissions staff but on a well-defined and clearly articulated policy of admissions. Changes in admissions policy that are not fully explained or communicated are bound to confuse the many publics which the University serves and to weaken the credibility and integrity of the Admissions Office and the University itself. Specific recommendations to improve the University's cooperative relationships with the high schools are to be found in Chapter VI.

In order to face the challenge of widening access to the University, the Commission supports the idea of using two categories for admitting students: (1) a regular admissions category for those who qualify for admissions according to the usual criteria of ability as measured by achievement tests and records of high school performance, and (2) a special admissions category for those who are admitted primarily on evidence of academic potential rather than on the basis of previously demonstrated performance: It is anticipated that most of each freshman class will continue to be admitted under the regular admissions program and that those admitted in the category of "special admits" will be regarded as an experimental group whose performance will be studied to provide the University with guidelines for expansion and improvement of regular admissions criteria. The procedures for the admission of students under each category are enumerated in Chapter VI. The concern of the Commission as it discussed student mix was that the policies and procedures which determine the admission of students under both categories should be firmly established so that the public may be candidly and accurately apprised of what the policies are.

Students likely to be accorded special admissions status are not necessarily minority students, nor are they necessarily urban, nor are they necessarily poor; but they are educationally disadvantaged. The

Commission, early in its deliberations, adopted the following definition for students in this group:²

Educationally disadvantaged: those individuals who have academic potential, but who, because of their economic, cultural, or educational background or environment, would be unable to realize that potential without special support services.

Such disadvantaged students usually have attended schools in poor communities where educational expenditures per student are lower than in middle- and upper-class communities. In addition, they may have emerged from a home or peer group environment not generally conducive to effective school performance. Consequently, these students often fail to meet the minimum admissions standards. Many may never apply for admission unless they are identified by high school counselors or principals.

The Commission is fully committed to a special admissions category for the educationally disadvantaged and recommends that:

16. Michigan State University should attempt to increase the number of educationally disadvantaged students it admits and should collect as much information as possible on the needs and performance of these students so that the admissions criteria may be continuously improved.
17. The admission of educationally disadvantaged students should be contingent upon the University's ability to provide support services described in recommendations which follow in Chapter V.
18. The University should construct an admissions policy for the special admits within an experimental framework that includes provision for very careful evaluation.

2. In addition, the Commission established the following definitions for the "economically disadvantaged" and for "minority students." These definitions must be borne in mind in reading the pages that follow.

Economically disadvantaged: those individuals who possess acceptable academic credentials but who, because of financial disability, are inadequately represented in institutions of higher education.

Minority students: those individuals who possess acceptable academic credentials but who, because of prejudice and discrimination on account of their race, color, or national origin, have been inadequately represented in institutions of higher education.

3. Special Groups

a. Groups Previously Excluded or Underrepresented

Until quite recently, certain groups have been largely underrepresented at institutions of higher education. Very potent forces have operated informally but effectively to exclude some of them from the universities. While the only formal criteria for exclusion have been insufficient academic achievement and aptitude, other factors have operated to keep students from applying. One was insufficient family income; another was the unwillingness of families to invest in education for their children, especially their daughters; another was the stereotyped roles some people have been cast in, which, it was argued, did not require education. Still another was the economic and educational deprivation encountered in early life which left students without motivation, a sense of worth, or adequate skills and educational background for higher education, if indeed they ever finished high school. In the past decade universities have attempted to remove these barriers.

A determined commitment to the principle of equity requires that what society has done to block development of the full potential of these groups, society must also labor to undo. To honor this commitment, there will have to be changes (1) in public attitudes about who should have access to higher education, (2) in the extent to which the cost of college attendance is financed by the public rather than by the individual, and (3) in the extent to which public money is applied at the college or university level to repair the damage already inflicted on students by stultifying environments and by prior education of an unmistakably low quality.

The Admissions Commission is concerned that the denial of opportunity to such groups no longer be tolerated. Michigan State University's record in this area, particularly in regard to the recruitment and admission of minority students, should be noted. In the fall of 1967, for example, there were approximately 690 black students enrolled at the University; by the fall of 1971 the number will be well over 2,000.³ Despite this sharp increase, there is ample room for improvement. The Commission therefore discussed at length the problems peculiar to each

3. Black students constitute only one of several traditionally underrepresented groups. Data collected for the purpose of preparing the compliance report required by the 1964 Civil Rights Act show that in the fall of 1970 Michigan State University enrolled 1,954 American blacks and 10 American Indians. Estimates for Mexican-American students range from 50 to 70. Michigan State's total minority enrollment places the University among the top predominantly white universities in the United States.

group and developed the recommendations which follow in this chapter.

1. Economically Disadvantaged Students. It is important that this group be considered separately from the educationally disadvantaged. Though the two groups may overlap to a considerable degree, their problems are separable. Economically disadvantaged students, as noted earlier, were defined as follows:

Economically disadvantaged: those individuals who possess acceptable academic credentials but who, because of financial disability, are inadequately represented in institutions of higher education.

The Commission became acutely aware of the high cost of financial aid necessary for this group.⁴ While federal and private funds for this purpose have increased appreciably, they are restricted largely to the very needy. A large part of the total cost for aid to the economically disadvantaged must be budgeted from the State appropriations for the operation of the University.

The Commission recommends that:

19. Over the next five to ten years the University should recruit and admit economically disadvantaged students into the freshman class in sufficient numbers to achieve a more heterogeneous student body and to provide wider access to education, but the number of economically disadvantaged students to be admitted should be dependent upon the resources available to the University for their adequate support.
20. Considering the role of Michigan State University in the system of higher education of the State of Michigan, the University should emphasize the recruitment and admission of economically disadvantaged students at the junior and graduate level.

2. Educationally Disadvantaged Students. The educationally disadvantaged, discussed above in relation to student mix at the freshman-sophomore level, must, of course, be included with those groups previously underrepresented at the university level. In making Recommendations 16 to 18 the Commission fully recognized the new responsibilities and obligations that the University automatically assumes in admitting educationally disadvantaged students, particularly in terms of the comprehensive and costly academic support services which will be required. The scope and nature of these support services are fully discussed in Chapter V.

4. See Appendix II.

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From the outset of its deliberations, the Commission was also aware that the challenge of educating the educationally disadvantaged was not, nor could it be, the responsibility of Michigan State University alone. It is a challenge which must be met on a statewide basis by all publicly supported institutions of higher learning, and especially by the community colleges. In recognition of this fact, the Commission recommends that:

21. Michigan State University should offer admission to its upper-division programs to interested educationally disadvantaged high school seniors contingent upon the satisfactory completion of basic requirements in a community college.

3. *Minority Students.* The term was earlier defined by the Commission as follows:

Minority students: those individuals who possess acceptable academic credentials but who, because of prejudice and discrimination on account of their race, color, or national origin, have been inadequately represented in institutions of higher education.

Principally the category includes blacks, Mexican Americans, and American Indians, but may also include others. It should be emphasized that minority students *may or may not* fall into either the category of economically disadvantaged or the category of educationally disadvantaged.

The Commission recommends that:

22. Michigan State University should continue to recruit and admit minority students into the freshman class in sufficient numbers to (a) achieve a more representative student body within the next five years, (b) increase access to higher education, and (c) contribute to the improvement of the quality of life in Michigan communities. For the same purposes a concurrent and comparable effort should be made to admit minority juniors and graduate students. Admissions criteria for minority students should be no different from those of all other admits.

4. *Physically Handicapped Students.* The Commission defined this group as follows:

Physically handicapped students: those persons otherwise admissible to the University who are unable to participate fully in a university environment without special assistance because of physical disability.

In past years the University has been accessible to any student in this special category who could arrange to cope with the University environment as it existed. Obviously, a number were excluded. The Commission recommends that:

23. The University should assume responsibility for the alteration of existing buildings, where economically possible, to make them more accessible to the physically handicapped students. The University should also increase its efforts to plan new buildings in such a way that physically handicapped individuals can use them with greater ease and safety.
24. Procedures such as registration should be made sufficiently flexible to accommodate physically handicapped students. Increased efforts should be made to provide special counseling, tutorial services, and other forms of academic assistance required by these students.

5. *Women Students.* In all institutions of higher education the number of women selected for admissions is currently being scrutinized for possible inequities. Although at Michigan State University just over half of the new undergraduates admitted each year now are women and the admission of women at the graduate level is high in terms of the percentage of those who apply, fewer fellowships, scholarships, and graduate assistantships are offered to women.

The Commission recommends that:

25. Admissions criteria should be applied equally to men and women, no quotas or targets should be set to affect the proportion of men and women, and financial aid should be distributed according to need without regard to sex.
26. Departmental and college policies which discriminate against either sex should not be permitted, especially as they affect the distribution of graduate assistantships and other means of encouraging the completion of graduate work.⁵

6. *Older Students.* Several groups of older students are in need of additional educational opportunities. They include (1) those who have never attended college and those who have withdrawn but now wish to

5. Dr. Carrigan comments: "It can be argued that these two recommendations are superfluous, since their provisions are implicit, at least, in the University's policy against discrimination. There is merit in specificity, nonetheless, if it signals a sense of urgency to those who will ultimately be called upon to implement this report. To be meaningful, the recommendations must be considered in that spirit, i.e., as a mandate for prompt, vigorous, affirmative action to end inequities affecting women students, wherever such inequities exist and irrespective of their cause."

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reenter, (2) college graduates who need updated knowledge and credentials, (3) professionals who need fundamental retraining to cope with technological change, and (4) those who desire to broaden their educational backgrounds and pursue new interests. Women who have interrupted their education for marriage and family may constitute another special group, overlapping with the others in varying degrees, and perhaps characterized by unique problems.

There has never been any formal exclusion of older students from Michigan State, but the number of persons in this group who enroll, at least among the undergraduates, is small. One contributing factor is the limited number of classes at hours convenient for them; another is the lack of continuity in the offerings available, so that completion of a degree is almost impossible, except in a few areas. Still another is the feeling that programs restricted by limited facilities and limited budgets should be reserved for full-time students. There would seem to be little question, in short, that there is much the University can and should do for older students.

The Commission recommends that:

27. The University should—

- (a) assign space for use as a center for advising and counseling the older, more mature students;
- (b) examine the procedures and criteria for admission and readmission of the older student in order to facilitate his entry into the University;
- (c) examine the course offerings available to those who are unable to attend the University during the day; and
- (d) delegate to the Provost responsibility for this area.

Concern for the educational needs of the older student once again focuses attention on the basic question of the University's emerging responsibility in the whole area of life-long learning. Since this University is not the only institution in the State responsible for life-long education, the Commission recommends that:

- 28. A high-level study should be made to determine how the University might strengthen its contributions to life-long education. Such a study should examine issues of organization, curriculum, areas of specialization, geographic service areas, and interinstitutional coordination.**

b. Exceptionally Talented Students

Although the Commission gave special attention to the University's posture towards the educationally and economically disadvantaged, its

discussions repeatedly pointed out the necessity of keeping in mind the entire range of students. The University has achieved notable success in attracting National Merit Scholars.⁶ The programs of the Honors College have also enjoyed wide success. The Commission applauds these developments and emphasizes that, while developing new programs for the disadvantaged and continuing to provide quality education for the more typical students, the University must not neglect the exceptionally talented student. Consistent with this general point of view, the Commission makes the following recommendations:

29. The unique program dimensions of the Honors College (greater flexibility in individual student program planning, honors sections and seminars, use of independent study, etc.) should be maintained and, if possible, expanded. Efforts should be made through special counseling to encourage the student to enhance the quality of his education by committing himself to greater effort and increased responsibility. Efforts should be made to extend selected facets of the Honors College program to the entire University, where applicable and feasible.
30. Efforts should be continued to inform exceptionally talented students about the University; but recruiting efforts should recognize that the quality and the appropriateness of the University programs for each individual should be the primary basis for attracting students.

c. Foreign Students

Foreign students make a positive contribution to the educational environment of the University. The Commission recommends that:

31. The main thrust of Michigan State's commitment to foreign student education should continue to be at the graduate level.
32. Michigan State University should seek funds from outside sources to recognize and encourage foreign students.

d. Out-of-State Students

While recognizing its primary responsibility to students from the State of Michigan, the Commission also emphasized the importance of out-of-state students to the educational climate of the University, and it

6. For several years Michigan State University has been the leading university in the enrollment of National Merit Scholars. In the fall of 1970, the University enrolled 632 National Merit Scholars; the university with the second highest total enrolled 549.

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reaffirmed the position of the Committee on Undergraduate Education that out-of-state students bring a rich diversity to the University. The higher rate of tuition charged out-of-state students is and will remain a serious problem. At the present time there is little that the University can do, unilaterally, to ease this burden.⁷

While the Commission noted that students migrate for many good reasons other than the lack of educational programs in their home states, it did review a number of the tuition reciprocity agreements which have been established to help students avail themselves of certain educational programs to which they might not otherwise have access. It saw agreements in such areas as optometry as part of an answer to more efficient resource allocation in the Midwest. The Commission agreed that the State of Michigan should strongly consider undertaking negotiations with other states as a means of reducing, where justifiable, barriers to student migration and thus achieving that diversity in student background which is desirable in an institution of higher learning.

The Commission therefore recommends that:

33. Michigan State University should urge the State of Michigan to negotiate tuition reciprocity agreements with other states.

7. The Legislature has established an enrollment ceiling of 20 percent for out-of-state students. Moreover, it has mandated that out-of-state students be charged a tuition rate that equals approximately 75 percent of the cost of instruction. See Section 5, Public Act 83 of *Public and Local Acts of 1970*.

Chapter V:

Implications

The recommendations in Chapter IV have far-reaching implications not only for the organization and management of the University but for the instructional process as well. This chapter discusses the magnitude and the seriousness of these implications and lists those recommendations which the Commission believes must necessarily follow upon decisions regarding size and student body composition.

A. FINANCIAL IMPLICATIONS

Many of the recommendations in the previous chapter are contingent upon the availability of financial resources. Decisions at the State level about how funds should be distributed among educational institutions, and for what purposes, will to a large extent determine whether this university can act on these recommendations. Decisions at the campus level about how funds should be allocated among the University's many activities will also determine what actions can be taken. But even assuming extensive reallocation of existing funds, a realistic assessment of costs suggests that new money must be forthcoming from public and private sources, and on a continuing basis, if some of the key recommendations are, in fact, to be implemented.

Most public universities currently find themselves in an increasingly serious financial situation. Michigan State is no exception. In the midst of unprecedented social crises, the State and the nation are confronted with demands for massive financial expenditures in many areas, of which education is only one. These demands come, unfortunately, during a period of rapid inflation and at a time when there has been an erosion of confidence in the outcomes of previous investments in higher education and a growing reluctance to give it the high priority which educators and certain segments of the public believe it deserves.

The recommendations of this report essentially place two sorts of demands on financial resources. First, the University should assume roles that will complement those of other public institutions—roles which imply more upper-division instruction, more graduate in-

struction, and more life-long education. Second, the University should make its programs more widely accessible to the people of the State by admitting many types of students previously excluded or underrepresented. Should these students be educationally deficient, this commitment implies large expenditures for extensive academic support services; should they be economically disadvantaged, it implies large expenditures for financial aid.

Should new money be forthcoming, the University would still have to make choices. Among the basic considerations would be: how the University views its role, how the Legislature views the University's role, and how other institutions view their own roles. The Commission has taken the position in several contexts that, as a major university in the State, Michigan State should give emphasis to those functions best performed at a university, that is, (1) providing upper-division and graduate education not only for those admitted as freshmen but for those who begin their education at other institutions, and (2) continuing public service in the research areas where both applied and basic research have great potential for helping to solve mankind's most basic problems, both by discovering knowledge and by educating persons capable of dealing with those problems.

These priorities are expensive and, to help reduce the costs involved, the Commission envisages interinstitutional cooperation as an important way to conserve resources and extend educational opportunity to more of the State's population. Two approaches to this cooperation are suggested. One is for the University, on its own initiative, to establish better working relationships with other institutions, particularly with community colleges. There are obvious personal and economic advantages to students when they enroll in institutions close to home where tuition and living costs are generally lower. The University can encourage such savings by facilitating transfers and offering contingent admission to qualified students who choose to attend community colleges first.

Resources might also be conserved through another cooperative approach: organizations such as the Michigan Council of State College Presidents could formulate agreements to (1) reduce duplication in highly specialized programs and in recruitment efforts, (2) manage the expansion of specialized educational programs, and (3) share resources in jointly offered programs. As the system now operates, public needs for higher education are the responsibility of all institutions, every one of which is pressured by its constituents to respond independently. The resulting unnecessary duplication is an unwise investment of effort and resources.

B. IMPLICATIONS FOR REVIEW AND EVALUATION

The University is, to be sure, no less obliged to seek funds for implementation of the Commission's recommendations from within its own budget than from the budget of the State. Clearly, its own budgetary decisions must reflect the basic purposes of the institution, despite the great pressures from those who would alter the basic functions of the University for their own purposes. Clearly, too, such decisions must be based on a regular review of programs.

Therefore, the Commission recommends that:

34. Criteria for systematic evaluation of existing programs, both on and off campus, must be developed. Evaluation strategies will necessarily vary from program to program, but all should take account of these factors:
 - (a) program costs, both immediate and long-range,
 - (b) relevance of programs to current and emerging educational needs and to institutional goals, and
 - (c) effectiveness in attaining specified objectives.

The University should establish a procedure for review of programs which serve very few students and are duplicated elsewhere in the State, with a view to their possible elimination. No new students should be accepted into any program after the decision to eliminate it has been made. Personnel involved should be reassigned to appropriate positions within the University.

35. All requests for the creation of new programs or for major program revisions should include carefully developed statements as to the specific benefits of the proposal, and estimates not only of first-year costs but of costs for subsequent years. Some indication should be given as to how the proposal is to be funded. All proposals should include specific plans for evaluation after the program has been operating for a reasonable period of time.
36. The University should develop a method for redistributing resources on the basis of deliberate decisions concerning priorities. These priorities should be established as early as possible so that units may have adequate lead time (two to five years) to make rational adjustments.
37. In order to balance resources with needs, immediate steps should be taken to centralize the allocation and reallocation of funds for faculty positions in the Provost's office. This office should analyze faculty needs in relation to academic programs across the entire University and should allocate available funds to programs showing the greatest needs and long-range promise.¹

1. Professor Kreinin comments: "Although I strongly endorse the need to centralize budgetary controls, I believe this should be done via aggregate allocations to academic units or by controlling the total number of positions, but not by controlling individual positions."

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